PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

3.A   DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

Select the option that pertains to the SEA and provide the corresponding description and evidence, as appropriate, for the option selected.

Option A	Option B	Option C
☐ If the SEA has not already developed any guidelines consistent with Principle 3, provide: i. the SEA's plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year; ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and iii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14).	☐ If the SEA has already developed and adopted one or more, but not all, guidelines consistent with Principle 3, provide: i. a copy of any guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachment 11); iii. the SEA's plan to develop and adopt the remaining guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year; iv. a description of the process used to involve teachers and principals in the development of the	☒ If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide: i. a copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachment 11); and iii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.

	adopted guidelines and the process to continue their involvement in developing any remaining guidelines; and v. an assurance that the SEA will submit to the Department a copy of the remaining guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14).	

Teacher Evaluation and Support Systems are carried out consistent with the principles and timelines in the ESEA Flexibility request. IDOE's priority with regard to improving student achievement and the quality of instruction for students is to recognize great teaching and leadership. Few states are as well positioned as Indiana to lead the way in the important work of improving teacher and principal support systems. Indiana has fully embraced this challenge and the opportunity to substantially improve the quality of feedback provided to educators and to promote evaluation systems that shine a spotlight on excellence.

Beginning with legislation in 2011, IDOE established new guidelines for holding principals and teachers accountable for their students' performance and achievement through meaningful evaluations. These guidelines are designed to assist schools and LEAs in their efforts to increase teacher and leader effectiveness, close the achievement gap and promote the equitable distribution of effective teachers and leaders across the state.

Indiana's evaluation system provides a transparent way to validate the quality of a school's human capital by coupling professional accountability with school accountability. Examining the new evaluation data system relative to the new A-F accountability framework provides a unique perspective as IDOE continues to support the field in this new and innovative approach to transforming schools and developing more effective teachers and leaders. This check and balance between school accountability and educator accountability is transparent to the public; aggregate teacher evaluation results by school are posted on IDOE's website with each school's accountability grade at: www.doe.in.gov/evaluations.

Through legislation passed during the 2011 legislative session, all LEAs were required to establish an annual evaluation system for all certificated employees (teachers and administrators) by July 1, 2012, unless the district was operating under an unexpired contract settled prior to the effective date of the statute, in which case an evaluation system is required to be adopted in conjunction with the next bargained contract. Indiana Code (IC) 20-28-11.5 detailed several clear and rigorous guardrails for evaluations that are outlined below. Specifically, evaluations must reflect the following six priorities (3A Attachment 1)

(1) Performance evaluations for all certificated employees,
conducted at least annually.
(2) Objective measures of student achievement and growth to significantly inform the evaluation. The objective measures must include:
 (A) student assessment results from statewide assessments for certificated employees whose responsibilities include instruction in subjects measured in statewide assessments;
 (B) methods for assessing student growth for certificated employees who do not teach in areas measured by statewide assessments; and
 (C) student assessment results from locally developed assessments and other test measures for certificated employees whose responsibilities may or may not include instruction in subjects and areas measured by statewide assessments.
(3) Rigorous measures of effectiveness, including observations and other performance indicators.
(4) An annual designation of each certificated employee in one
 (1) of the following rating categories:
  (A) Highly effective.
  (B) Effective.
  (C) Improvement necessary.
  (D) Ineffective.
(5) An explanation of the evaluator's recommendations for improvement, and the time in which improvement is expected.
(6) A provision that a teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective.

Recognizing the importance of IC 20-28-11.5, the state legislature included funding in the state budget to provide a monetary incentive for LEAs to embrace and promote educator effectiveness. Six million dollars in pay for performance grants were competitively available to LEAs in 2011-12 to reward teachers rated effective and highly effective. An additional 10 million dollars in performance-based compensation grants were awarded for the 2012-13 school year. In 2013-14, two million dollars in grants were awarded to effective and highly effective teachers in Focus and Priority Schools (3A Attachment 2). To assess the impact of these grants, recipient LEAs from the first two rounds of grants were surveyed in May 2014 ((3A Attachment 3), and IDOE will require all 2013-2014 Excellence in Performance Grant recipients to submit end-of-grant surveys. Results will inform IDOE Educator Effectiveness staff as the application and criteria for the next round of competitive grants are developed. During the ~~This The IDOE round of grants will be awarded, in the Fall of~~ 2014-2015 school year, the IDOE awarded competitive grants to LEAs ~~and will was based on 2013-14 evaluation results, and will be a competitively awarded to LEAs~~ that are developing highly effective teachers ~~through~~ in leadership roles in Title I Focus and Priority Schools. This two million dollar award also provided a one-time cash award to highly effective teachers in Title I Focus and Priority Schools. The Indiana General Assembly ~~has~~ also allocated 30 million dollars in School Performance Awards changing from future to past tense) ~~to be~~ that were distributed ~~by~~ in December of 2014 to

effective and highly effective teachers through a formula that incorporates school performance measures.   These financial incentives reinforce the emphasis Indiana has placed on identifying and rewarding effective and highly effective teachers, increasing student learning, closing the achievement gap and promoting utilization of highly effective educators to enhance school improvement efforts.

As part of IDOE's commitment to support LEAs as they adopt evaluation systems to drive school improvement and student achievement, IDOE will continue to seek out grants and other legislative funding opportunities for LEAs to reward high performing educators. Currently, ~~87%~~ 95% of LEAs have adopted an evaluation system per requirements of IC 20-28-11.5. The IDOE ~~will informed~~ reached out twice during the 2014-2015 school year to the remaining ~~the approximately~~ (page 261 updating to current reality) ~~40~~ 19 school districts (3A Attachments 4, 5 add second memo to attachment)) not yet statutorily required to have evaluations plans under IC 20-28-11.5 –because they are operating under unexpired collective bargaining agreements – and encouraged them to execute MOUs with their teacher associations to adopt and implement evaluation systems prior to contract termination. ~~IDOE will informed these districts of the financial consequences for Highly Effective and Effective teachers in terms of ineligibility for the Excellence in Performance Grants.~~ This will allow those districts to be eligible for future school performance awards and grant opportunities and will further the IDOE's commitment to ESEA flexibility waiver compliance. The number of LEAs not yet implementing an evaluation system decreases each year with Indiana having only four LEAs not in full implementation by the 2016-2017 school year. This small number of LEAs includes only 3.23% of all teachers in Indiana and only 3.30% of all students in Indiana.

Indiana's evaluation statute also mandates that evaluations directly support teachers by identifying areas of improvement to be targeted via professional development. The goal is to increase the frequency and quality of feedback to Indiana's educators so that they can leverage this information to improve their instructional practice and raise student performance.

While the state views actionable feedback and measurement of student growth and achievement as primary goals, IDOE understands the importance of using this information to help teachers improve their instructional practice. Thus, IDOE staff redesigned Indiana's Title II(a) application to help guide schools in leveraging their federal dollars in support of targeted professional development. Workshops and webinars were conducted in the Fall of 2011 to communicate how to shift from a highly qualified focus to a teacher effectiveness focus, and additional training to support this work was conducted in the Spring of 2012. IDOE believes professional development decisions need to be made at the local level to address needs determined by individual school corporations.

Local administrators were surveyed at the end of the 2013-14 school year regarding the highest frequency professional development needs at the local level~~,~~ so that IDOE can be strategic in providing support and targeted technical assistance in the future. The survey asked what professional development teachers need to be able to be more effective in the classroom and what professional development administrators need to assist their teachers to be highly

effective (3A Attachment 6). The results (page 261 update tense) were ~~will be~~ analyzed and ~~will~~ informed collaborative development of updated guidance and responsive professional development through IDOE's partnerships with the IU Center for Education and Lifelong Learning, Great Lakes Comprehensive Center, The Center for Great Teachers and Leaders, CCSSO and various professional educator organizations in Indiana. Utilizing administrator responses, the Educator Effectiveness staff (page 261 update tense) ~~will also~~ is coordinating with Outreach to incorporate targeted technical assistance into the monitoring and support provided to Focus and Priority Schools.

Recognizing LEAs' statutory rights of local control, the Indiana General Assembly provided LEAs options under IC 20-28-11.5 to use the state model evaluation plan, RISE 2.0, other approved models or to develop their own models within the statutory framework. (3A Attachment 7) While the RISE model specifies that objective measures of student growth and achievement will be weighted at 50% for Group 1 teachers (teachers who teach only subjects with mandated state assessments), 40% for Group 2 teachers (teachers who teach subjects with mandated state assessments and subjects that do not have mandated state assessments) and 25% for Group 3 teachers (teachers who teach no subjects with mandated state assessments), the statute does not mandate specific weighting percentages. Rather, it specifies that objective measures of student growth and achievement will "significantly inform" a teacher's summative evaluation rating.

Results from classroom observations and performance using the RISE Teacher Effectiveness Rubric provide additional measures used in the summative rating decisions (3A Attachment 8) The RISE principal evaluation model mirrors RISE for teachers in that it requires objective data of student growth and achievement to be weighted at 50% in the summative component (using administrative SLOs and the school accountability grade (for additional information regarding school accountability grades, see "Description of A-F" in section 2.A.i)) with additional measures of professional practices provided through the Principal Effectiveness Rubric ((3A Attachment 9). As additional guidance, the State Board of Education's promulgated performance evaluation rule, 511 IAC 10-6, (3A Attachment 10) requires that when growth model data for subjects with mandated state assessments is available it will be input as the primary measure of student growth and achievement in a teacher's summative rating regardless of the evaluation model used by the LEA. This focus on objective student data links student growth to teacher and school accountability yet allows districts to exercise local control in defining the summative weighting that best meets the expectations of their school communities. An explanation of how Indiana ensures that data from state mandated assessments significantly informs teacher evaluations follows later in this section.

~~For only the 2012-2013 school year, the IDOE release guidance to LEAs for the unintended consequences that the disruptions of ISTEP+ testing had on evaluation results and associated compensation and personnel decisions. This guidance from the SEA to the LEAs to mitigate the impact of ISTEP data for Group 1 and Group 2 teachers was optional only for evaluations conducted during the 2012-13 school year.~~

In accordance with IC 20-28-11.5, LEAs must report evaluation results to IDOE. At present, Indiana has data for two years ~~the first year~~ of statewide implementation of evaluations for all certificated staff ~~(2012-13)~~. ~~Data collected shows that 249 districts and 1993 schools reported evaluation results to the IDOE for over 55,000 teachers, principals and superintendents, which are displayed below in aggregate.~~ As required by statute, aggregate evaluation data by school and district is posted on the IDOE website: www.doe.in.gov/evaluations.

2013-2014 STATEWIDE STAFF PERFORMANCE RESULTS		
TOTAL EDUCATORS REPORTED	RATING	PERCENTAGE
21,554	HIGHLY EFFEECTIVE	35.47%
32,531	EFFECTIVE	53.54%
1093	IMPROVEMENT NECESSARY	1.80%
212	INEFFECTIVE	0.35%
5,374	NOT APPLICABLE/NOT EVALUATED	8.84%
TOTAL: 60,764		

2012-2013 STATEWIDE STAFF PERFORMANCE RESULTS		
TOTAL EDUCATORS REPORTED	RATING	PERCENTAGE
14,658	HIGHLY EFFEECTIVE	26.43%
33,909	EFFECTIVE	61.15%
1,110	IMPROVEMENT NECESSARY	2.03%
218	INEFFECTIVE	0.39%
55,60	NOT APPLICABLE/NOT EVALUATED	10%
TOTAL: 55,455		

After the first year evaluation results were reported, the IDOE added an additional field to the evaluation collection to provide more detail about the percentage of educators that were not evaluated (N/A). The pie chart below provides more detailed information about those educators not evaluated in 2013-2014. Based on feedback received after the second year evaluation results were reported, the IDOE will provide an additional field of "long-term substitute" to future data collections to further clarify "Other" as the reason for not being evaluated.

Retired, 668   Deceased, 28   FMLA, 179

No Longer with Corp/Charter 1,419

Other, 3, 194
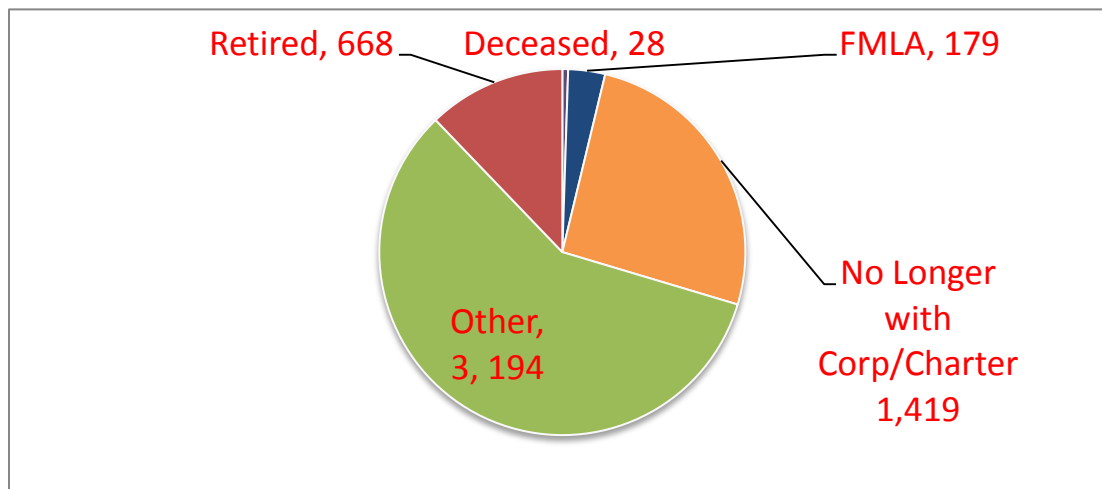
EEL staff ~~is~~ worked strategically ~~ing~~ with IDOE's technology team to house historic evaluation rating results on the data warehouse COMPASS. Current and previous years' evaluation ratings, per LEA and school, ~~will be~~ are housed on COMPASS, which is a public-facing data site found at www.compass.doe.in.gov ~~by the end of December 2014.~~

Beginning with the ~~2014-15~~ 2013-14 school year, charter schools ~~will be submitting~~ submitted their evaluation data to the IDOE, and beginning with the 2014-15 school year, charter schools began submitting to the IDOE their evaluation plans for review and reporting ~~their evaluation data to IDOE~~. Additionally, aggregate evaluation data for teachers with 1, 2 and 3 years of experience are linked to the teachers' teacher preparation institutions and posted on IDOE's website. School data also displays the school's accountability grade.

To ensure ~~first year~~ implementation of statutorily compliant plans (beginning in 2012-13), several checkpoints were put in place: 1) state school standards for accreditation; 2) grant eligibility; and 3) compensation model requirements. LEAs were required, as part of Indiana's K-12 school accreditation process, to upload their evaluation plans as Accreditation Legal Standard 12 with a Compliance Check sheet and an assurance from the local superintendent that the plan was in statutory complianceThose LEAs operating under unexpired contracts indicate they do not yet have statutorily compliant evaluation plans. As those contracts expire, LEAs are required to adopt compliant plans when they next bargain. A second checkpoint ~~was~~ is in place for LEAs wishing to apply for Excellence in Performance grants; one criterion for LEA grant eligibility ~~was~~ is a statutorily compliant evaluation plan. A third checkpoint involved LEA compensation models. In conjunction with IC 20-28-11.5, the General Assembly set statutory guidelines to ensure student and teacher performance drive compensation (3A Attachment 11). LEAs cannot administer a compensation model/salary schedule that awards increases in compensation to teachers whose evaluation ratings are ineffective or needs improvement, which requires LEAs to have in place statutorily compliant evaluation plans. IDOE is required to annually review LEA-submitted compensation models for compliance. A high level review was

conducted in 2012-13 and the first detailed review completed during the 2013-14 school year. More than 200 LEA compensation models/salary schedules were reviewed for compliance and received feedback from IDOE Educator Effectiveness staff. These plans are posted for public view on the IDOE website: www.doe.in.gov/compensation and are updated annually.

~~Indiana is one of only eight states with a clear approach to measuring student growth at the individual student level and tying that data to teacher evaluations.~~ As part of the evaluation guidelines required by IC 20-28-11.5, LEAs must include objective measures of student growth and achievement to significantly inform their evaluation of teachers and principals. When available, LEAs must use state-provided student growth model data as the primary measure of student learning in a teacher's evaluation. (3A Attachment 10). Even those LEAs not using the RISE model must include measures of student growth and achievement to significantly inform evaluations. Currently, growth data is available for Mathematics and English/Language Arts teachers in grades 3 through 8. Using growth model data, IDOE provides an effectiveness rating based on the four categories (4=highly effective, 3=effective, 2=improvement necessary, 1=ineffective) for teachers working with students with growth model data. IDOE also defines "negative growth" and identifies educators that had a negative impact on student growth based on the growth model data. A teacher that had negative impact on student growth cannot receive a rating of effective or highly effective regardless of the tool or weighting in place at the local level. (3A Attachment 12)

For teachers instructing subjects with mandated state assessments IDOE uses the Educator Evaluation Accountability Link (DOE-EE data collection), the effectiveness rating mentioned above. This data collection links a specific student's ISTEP+ data with a specific teacher for the purpose of including that student's ISTEP+ growth model data in that teacher's performance evaluation. LEAs are responsible for determining the procedures and criteria that generate the rosters that pair individual students with a specific teacher or teachers. These rosters are reviewed and finalized at the local level and reported to IDOE through the DOE-EE data collection. IDOE then uses these rosters to calculate the individual growth measure ratings for individual teachers (3A Attachment 13)

Under the current state assessment system, the calculation of the individual growth measure is based on the median value of the student growth percentiles of the students linked to each teacher. The ranges for the four performance levels (4, 3, 2, 1) are reviewed annually and may be adjusted if warranted. IDOE reports individual growth measure results and ranges for the four performance levels to LEAs in the late summer or early fall to be included in the finalization of the teachers' summative evaluation rating from the prior school year (3A Attachment 14) At that time, IDOE also calculates and reports to LEAs any teacher that had negative impact on student growth so that data may be included in the summative evaluation decision.

For teachers in subjects that do not have mandated state assessments, the state has developed guidelines around best assessments, which discuss levels of confidence and help LEAs make decisions on which assessments to use. Guidance has also been developed concerning other sources of data and how to utilize that information for the purposes of teacher evaluation,

including examples for developing Student Learning Objectives (SLOs) for English Learner (EL) and Special Education classrooms (3A Attachment 15, 16) The Educator Effectiveness staff is currently collaborating with IDOE English Learner and Special Education staff to update and augment SLO guidance and SLO examples to align to the new World-class Instructional Design and Assessment (WIDA) standards and assessment, as well as the new National Center and State Collaboration (NCSC) alternative assessment for special education students. These updated resources will be in place before the beginning of the 2014-15 school year. Other SLO resources, such as links to the Northern Indiana Assessment and Evaluation Consortium, a collaboration of LEAs established to pool resources and share the development of SLOs in subjects that do not have state mandated assessments, are posted on IDOE's website.

Regarding Group 3 teachers using SLOs for the RISE evaluation model, A Class Objective is both an achievement- and growth-based goal. Class Objectives define what content mastery looks like for a specific class, and holds students and their teachers accountable for meeting this mastery standard. In this sense, Class Objectives are achievement goals. As teachers examine and consider students' starting points in order to set a learning objective for the entire class that is both ambitious and feasible, Class Objectives are also growth goals. (page 262 additional information) This requirement is addressed through onsite monitoring; LEAs using percentages less than those in the RISE 2.0 model will receive an area of improvement and respond to the IDOE with a rationale for the percentage weights used. In addition, the IDOE will annually prepare a report of the local plans in use and the level of significance set for Group 1 teachers.

In addition to over 60 resources available via IDOE's website, educators can access guidance, FAQs and post questions and comments in professional communities and forums on the Learning Connection. *The Learning Connection IDOE Community: Developing New Indiana Evaluations* currently has 2,386 members. This Community is informed on announcements, guidance and resources. This Community also has a forum where educators can discuss concerns or questions related to the new evaluation requirements. Currently, the Community has over 26 files on different resources for educators related to the compliance and implementation of IC 20-28-11.5. These resources include WebEx recordings, RISE training modules, legal guidance on the six evaluation requirements, rubrics, and sample documents that LEAs can use to comply with the law. *The IDOE Community: Developing New Indiana Evaluations* can be found at:
https://learningconnection.doe.in.gov/UserGroup/GroupDetail.aspx?gid=1652
and is free and open to join. IDOE Communications Office shares information about ESEA waiver flexibility requirements relative to evaluations and accountability through social media and the Educator Effectiveness staff regularly present at conferences and public meetings around the state. Data and information specific to LEAs and their performance is readily accessible to parents and communities on the IDOE website. Discussions with the State Board of Education relative to the ESEA flexibility waiver and educator effectiveness are streamed live and archived on the State Board of Education website.

To gauge educators' reactions to the first year of statewide implementation for teacher and principal evaluation, IDOE surveyed educators in Fall 2013. Over 700 educators responded, providing IDOE with data used to improve guidance on the Learning Connection and the

website (3A Attachment 17). Additionally, IDOE is strengthening its collaboration with the Indiana University (IU) Center for Education and Lifelong Learning on its development of the Indiana Teacher Appraisal Support System (INTASS), a tool for LEAs to use in assessing the strengths and weaknesses of their evaluation plans and their processes for involving stakeholders to improve their evaluation systems. The INTASS instrument was piloted in Spring 2014 and (page 266 updated info) ~~will be available~~ became available for LEA use starting in the 2014-15 school year. (3A Attachment 18) IDOE ~~is also helping~~ helped the IU Center disseminate teacher and administrator surveys on perceptions and beliefs surrounding the evaluation process after the second year of implementation. The IDOE serves as a member of the INTASS Advisory Board which provides feedback and review of INTASS projects, products, and research. The board is comprised of representatives of the Indiana School Board Association, Indiana Association of Public School Superintendents, Indiana Association of School Principals, Indiana State Teachers Association, Indiana American Federation of Teachers, Higher Education, State Board of Education, and Charter Schools. ~~IDOE serves as a member of the INTASS advisory council, along with IU, Indiana State Teachers Association, Indiana Federation of Teachers, Indiana School Boards Association, Indiana Association of School Principals, and Indiana Association of Public School Superintendents.~~ IDOE ~~will collaborate~~ is collaborating with the advisory council members to create additional professional development and technical assistance resources based on the survey results. Topics for discussion with these stakeholder groups include aligning the Teacher Effectiveness Rubric (TER) with the state's new college- and career-ready standards.

3Ai. a description of the process IDOE used to involve teachers and principals in the development of these guidelines.

From the beginning in 2011, Educators played an important role in the state's efforts to develop the best possible teacher and principal evaluation legislation and model rubrics. IDOE staff traveled across the state presenting and facilitating discussions with over 30,000 teachers to help inform legislative policy and implementation plans for changes in evaluation practice. In working to develop a model tool, the state convened an Educator Evaluation Cabinet to help ensure proposed laws and tools were fair, multifaceted and comprehensive. This group met monthly for over eighteen months during the evaluation pilot year and as initial training sessions were ~~are~~ developed. The Educator Evaluation Cabinet represented a diverse cross-section of educators and education advocates:

- *J. Matthew Walsh*: Brownsburg Community School Corporation Director of Curriculum and Professional Development, 2003 Milken National Educator
- *Keith Gambill*: President, Evansville Teachers Association
- *Steve Baker*: Indiana Association of School Principals President, Principal in Bluffton-Harrison MSD
- *Anna Shults*: IDOE Literacy Specialist, 2007 Indiana Teacher of the Year
- *Lorinda Kline*: 2009 Indiana Teacher of the Year Runner Up, District Mathematics Coach, Warsaw Community Schools
- *Alicia D. Harris*: 2001 Milken Educator, Assistant Principal in MSD Washington Township
- *Jim Larson*: Teach Plus Policy Fellow, Charles A. Tindley Accelerated School, 2009-2010

Tindley Teacher of the Year
- *Tom Keeley*: Director of Business and Personnel, Beech Grove City Schools
- *Mindy Schlegel*: IDOE Senior Policy Advisor for Educator Effectiveness

The evaluation tool developed through this process is known as RISE, which is explained in more detail later in this document. As part of early efforts to implement Indiana's new educator evaluation law and test RISE, IDOE launched the 2011-2012 Indiana Evaluation Pilot. The pilot did the following:
1. Established that evaluation systems (including the state model as well as other diverse models currently in use)could incorporate state priorities and are fair, accurate and feasible,
2. Gathered key lessons about systems and implementation to improve resources and outcomes in the statewide rollout, and
3. Created a community of early adopters of state priorities to share information and problem solve in real time.

IDOE recognized that there were school districts in the state already using rigorous evaluation systems. Some of these districts were also included in the pilot. As a result, the state pilot ran on two tracks:
- Track 1 was for districts interested in piloting the state model (i.e. RISE) district-wide.
- Track 2 was for districts interested becoming early adopters incorporating state priorities into their current district evaluation tool (e.g. annual evaluations, the use of student growth data, and summative ratings in four categories).

The pilot was deliberately structured to include evaluation tools school districts were already using. This design was intentional so the state could promote best practices and lessons learned from not only the state's tool but also those gleaned from the best locally developed tools already in use.

Six LEAs participated in the pilot, reflecting two distinct cohorts. The first cohort was comprised of the three LEAs implementing RISE. The second constituted the three LEAs implementing their own models with adjustments to ensure alignment to the state priorities outlined in IC 20-28-11.5. LEAs were selected to reflect diversity in size/population, geographic region and socio-economic status. Qualitative and quantitative data sources were collected during the pilot year, culminating in mid-year and summative reports that are made available via the IDOE website: www.doe.in.gov/evaluations or attachments Z and ZA

Indiana's school districts have already expressed excitement with regard to RISE implementation. For many, the need to explore a revamping of teacher and principal evaluations systems was long overdue. This sentiment is reflected in the sampling of quotes below, which attests to the promise of RISE and the state's commitment to overhauling educator evaluation systems:

  "We developed a process that has been effective in turning around our 11 LEAD Schools that

includes a four-step support system. Because of our relationship with the state, we signed on to pilot its Teacher Effectiveness rubric that is closely aligned to the evaluation tool we are already using. This will also give us the opportunity to validate our support system to improve instruction."

– Dr. Wendy Robinson, Superintendent, Fort Wayne Community Schools

"Beech Grove City Schools is excited to be part of the IDOE pilot to enhance teaching and learning in our school district. The pilot will provide the opportunity to be involved in the new model of staff evaluation from the ground floor. Our involvement will assist school districts throughout the entire state of Indiana."

– Dr. Paul Kaiser, Superintendent, Beech Grove City Schools

"The goal is to carefully develop a teacher evaluation process and instrument, pilot the instrument and train the evaluators and teachers in the implementation. We are looking to develop a reliable and valid process and instrument that will provide data that can be transformed into meaningful information."

– Russ Mikel, Superintendent, Bremen Public Schools

RISE represented the tip of the spear in ensuring evaluation systems across the state were markedly improved. The pilot paved the path for strengthening the teaching profession, because it offered a unique opportunity to put best practices into action and enabled IDOE to further support teacher and principal improvement over time.

In an ongoing effort to develop customized guidance for school districts, IDOE identified working groups of teachers in non-state-assessed subjects to research and recommend appropriate assessments for districts to use in assessing student growth in their subject areas. In particular, the state established working advisory groups for some of the non-tested subject areas including special education, career and technical education, art, music, and physical education. These working groups produced guidance documents on assessments, quality data sources, and issues to consider specific to their content area. IDOE has continued to identify resources for assessments and SLO development in special education and non-state tested subjects. Moreover, the wisdom, knowledge and practical experience these practitioners have brought to bear to this process has been invaluable.

Moving forward to the present, the IDOE created a Teacher-Leader group (formerly known as the Superintendent's Teacher Advisory Group) that consists of Indiana Teachers of the Year, Milken Educators, and National Board Certified Teachers. The group meets quarterly to discuss Indiana's initiatives for teacher leadership as well as feedback from the Flexibility Waiver and Equity Plan. This group of stakeholders provides the IDOE with initiatives to increase teacher leadership in Indiana and improve classroom instruction.

Teachers and principals are accountable to students and parents for employing high expectations and world-class standards to drive student achievement each day. Now, these

professionals are evaluated annually and rewarded for their performance based on objective data on student learning. Working side-by-side with some of the state's finest educators, Indiana has laid the groundwork for becoming a leader in establishing a positive culture where professional support, cultivation and training are second to none.

3.B   ENSURE LEAs IMPLEMENT TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

3.B   Provide the SEA's process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA's adopted guidelines.

As part of IDOE's shift from a compliance-based organization to one that supports educators to lead school improvement efforts, IDOE was reorganized in July 2011 to align with the demands of "Putting Students First." A new division, the Office of Educator Effectiveness and Leadership, was created specifically to address the new initiatives called for with the implementation of IC 20-28-11.5. With the establishment of this office, IDOE committed resources to staff the work needed to ensure successful statewide implementation.

The Office of Educator Effectiveness and Leadership supported districts as they embarked on groundbreaking work, developing training modules and support documents, and providing assessment support for areas not covered by state exams. IC 20-28-11.5 provided districts with one school year for the planning and development of tools to meet the new expectations for teacher and principal evaluation. IDOE created guidance to help LEAs understand and implement the steps needed. Moreover, IDOE representatives presented information at each of the state's regional superintendent meetings to ensure school districts were on track with the timeline and changes required.

Educator Effectiveness and Leadership representatives presented information on RISE and IC 20-28-11.5 across the state as part of "Roadshow" communication efforts. Roadshows were open forum meetings held across the state. Between July and December of 2011, presentations were made to stakeholder groups by Educator Effectiveness and Leadership representatives to approximately 6,031 educators across the state.

IDOE recognized that creating a thorough process to identify high performing and struggling teachers was the first step in addressing teacher and leader quality in the state. Once identified, LEAs faced face the challenge of tapping into their most talented people and addressing the deficiencies of their struggling teachers. IDOE put three initiatives in place to help alleviate some of that burden.

- For TAP districts and schools, IDOE was awarded (page 269 insert word) the Teacher Incentive Fund grant in 2010. The state allocated money to districts

interested in implementing TAP in their schools. These schools invest in master and mentor teachers that help lead professional development for teachers throughout the building on a daily basis (page 269 change punctuation),~;~ identifying the needs of staff. Currently 44 schools (9 districts and 9 charters) in Indiana are involved in this project, which is in (page 269 update information) its final year ~4 of 5~.

- Teacher preparation programs began incorporating principles from RISE into pre-service programs. New standards for teacher and principal licensure programs were adopted in December 2010. These new standards are aligned to the teacher/principal effectiveness state priorities. A new principal assessment licensure test was developed and aligned to the Principal Effectiveness Rubric that became available for candidates in February 2014. This assessment will assist in holding principal preparation programs accountable for meeting state expectations.
- All of the training for the state evaluation model was standardized. All trainers participated ~participate~ in a session modeled for them before they delivered any component. All slide decks provided to trainers were the same so consistent content was delivered statewide.

Regional Educational Service Centers (ESCs) offer professional development to districts throughout the state. Because of their close relationships with districts and regional placement, IDOE partnered with ESCs to deliver all training for the state's model (RISE); directly building capacity statewide for continued support and professional development in years to come. ~In the Summer of 2014,~ Education Service Centers continue to offer ~will be offering~ RISE Teacher Evaluation Training each year. The ESCs provide evaluator training in the summer and early fall and also provide ongoing evaluator training throughout the school year. Listed below is an example of evaluator trainings that are conducted at the ECSs throughout the school year. ~between June 2014 and September 2014. Below are the scheduled dates and their registration sites:~

ESC	Title of PD	Date Offered
ECESC	RISE Training at South Madison	July 31, 2014
ECESC	RISE Training at Randolph Central	August 8, 2014
ECESC	RISE Training - Fall	August 21 and September 10, 2014
NIESC	RISE Training - 3 Day	July 29-31, 2014
NIESC	SLO Training	August 13, 2014
NIESC / Northwest ESC	RISE Training	September 3-4, 2014
NIESC / Northwest ESC	RISE Training	December 3-4, 2014
Region 8 ESC	RISE Summer Intensive Training	July 23-24, 2014
Region 8 ESC	RISE Training	August 5, 2014
Region 8 ESC	RISE Training	August 20, 2014
Region 8 ESC	RISE Training	October 6, 2014
Region 8 ESC	RISE Training	November 20, 2014
Region 8 ESC	RISE Training	December 4, 2014

SIEC	RISE Training	August 27-28, 2014
West Central	RISE Training	July 21-22, 2014
West Central	RISE Training	December 10-11, 2014
Wilson	RISE Training	October 31 & November 14, 2014
WVEC	RISE Training	July 29-30, 2014
WVEC	RISE Training	September 30 & October 1, 2014
WVEC	RISE Training	January 20-21, 2015

East Central ESC: June 25-26, 2014   (http://www.eccesc.k12.in.us)
West Central ESC: July 21-22, 2014   (http://www.wciesc.k12.in.us)
Wilson Center ESC: July 21-22, 2014   (http://www.wesc.k12.in.us)
Region 8 ESC: July 23-24, 2014   (http://www.r8esc.k12.in.us)
Northern Indiana ESC: July 29-31, 2014   (http://www.niesc.k12.in.us)
Wabash Valley ESC: July 29-30, 2014   (http://www.esc5.k12.in.us)
Southern Indiana ESC: August 27-28, 2014 (http://www.siec.k12.in.us)
Northwest Indiana ESC: September 4-5, 2014 (http://www.nwiesc.k12.in.us)
Central Indiana ESC: September 18-19, 2014 (http://www.ciesc.k12.in.us)

In addition, the ESCs continue to provide "plan neutral" training for evaluation system development and implementation. These professional development offerings are advertised on the ESC websites as well as through the DOE Dialogue. The IDOE continues to work with the ESCs and INTASS and will leverage them to deliver additional "train the trainer" evaluator training modules.

Additionally, Educator Effectiveness staff developed and posted a survey in February 2015 to gather feedback regarding LEAs' professional development needs; survey responses will inform the coordination of targeted summertime training for LEAs at various stages of implementation. These training sessions will provide LEAs further support in utilizing evaluation processes and results to inform instruction.

Educator Effectiveness staff also provide training to the field as requested. Training topics for the 14-15 school year included teacher performance awards, educator effectiveness updates, data analysis, RISE model overview, and evaluation plan monitoring. In addition, the IDOE will work with INTASS to develop a plan-neutral evaluator training using a "train the trainer" delivery approach.

IDOE recognized that having effective teachers was just one piece of the equation. Schools must also have strong and effective leadership. In response to IC 20-28-11.5, principal evaluations were designed to mirror the teacher evaluation system described above. The principal evaluation system includes the same components as teacher evaluations, including objective measures of student growth and achievement. The Educator Evaluation Cabinet also developed a model principal evaluation rubric. As with the Teacher Effectiveness Rubric, the Principal Effectiveness Rubric was based on exemplars from across the country.

As described in 3.A.i., IDOE piloted the model teacher evaluation system, named RISE, in three school districts of varying sizes and geographic locations in the school year 2011-12. Information on the state model is available for school districts via the IDOE's website at http://www.doe.in.gov/evaluations.

RISE is a differentiated system of teacher evaluation that defines effective teaching in a rubric across four domains and 24 components of practice. It incorporates measures of student learning for teachers and principals. As mentioned earlier, RISE was developed in collaboration with a statewide advisory evaluation cabinet of practicing teachers and administrators. The RISE Evaluator and Teacher Handbook are included as (3A Attachment 7).

The development of RISE and the Teacher Effectiveness Rubric were informed by numerous sources, including the following:

- Charlotte Danielson's *Framework for Teachers*
- Iowa's *A Model Framework*
- KIPP Academy's *Teacher Evaluation Rubric*
- Robert Marzano's *Classroom Instruction that Works*
- Massachusetts' *Principles for Effective Teaching*
- Kim Marshall's *Teacher Evaluation Rubrics*
- National Board's *Professional Teaching Standards*
- North Carolina's *Teacher Evaluation Process*
- Doug Reeves' *Unwrapping the Standards*
- Research for Bettering Teaching's *Skillful Teacher*
- Teach For America's *Teaching as Leadership Rubric*
- Texas' *TxBess Framework*
- Washington DC's *IMPACT Performance Assessment*
- Wiggins & McTighe's *Understanding by Design*

The system was also designed with three key purposes:
- To shine a spotlight on great teaching
  - The rubric is designed to assist principals and teachers in their efforts to increase teacher effectiveness
- To provide clear expectations for teachers
  - The rubric defines and prioritizes the actions that effective teachers use to achieve gains in student achievement.
- To support a fair and transparent evaluation of effectiveness
  - The rubric provides a foundation for accurately assessing teacher effectiveness along four discrete ratings, in addition to growth data.

The breakdown ~~breakout~~ of how the Teacher Effectiveness Rubric is weighted in RISE in

conjunction with objective measures of student growth and achievement is shown below:

Evaluations must include data from all students – no students are exempt from teacher and principal accountability based on subgroup. IDOE has worked to help LEAs select or develop the most appropriate assessments for different groups of students – particularly for those students who do not fit easily into subjects already tested by state assessments and for special education students.

Moving from the pilot to a statewide scale required multiple support measures to ensure smooth implementation. Training on the RISE model took place statewide during spring and summer 2012, prior to the beginning of the 2012-13 school year. Training continues to be available, ~~regionally~~ provided by the ESCs. ~~which will be trained by the IDOE.~~ This approach provides regional support for foundational level training as well as follow-up regional support as needed. While RISE training is more focused on training primary and secondary evaluators, IDOE is working on on-line modules targeting teachers on topics of interest. These modules were ~~are scheduled to be~~ available in spring 2012. ~~I~~IDOE's website, http://www.doe.in.gov/evaluations, is an invaluable resource with the most current information available for all stakeholders.

Leadership Practice
The Educator Evaluation Cabinet led the development of a model principal evaluation rubric. As with the Teacher Effectiveness Rubric, the Principal Effectiveness Rubric was developed from multiple sources and for the same three key purposes:
- To shine a spotlight on great leadership
  - The rubric is designed to assist schools and districts in their efforts to increase principal effectiveness
- To provide clear expectations for principals
  - The rubric defines and prioritizes the actions that effective principals must engage in to lead breakthrough gains in student achievement.
- To support fair and transparent evaluation of effectiveness
  - The rubric provides the foundation for accurately assessing school leadership along four discrete proficiency ratings with student growth data used as the predominant measure.

While drafting the Principal Effectiveness Rubric, the development team examined leadership frameworks from numerous sources, including:

- Achievement First's _Professional Growth Plan for School Principals_
- CHORUS's _Hallmarks of Excellence in Leadership_
- Clay Christensen's _Disrupting Class_
- Discovery Education's _Vanderbilt Assessment of Leadership in Education (VAL-ED)_
- Doug Reeves' _Leadership Performance Matrix_
- Gallup's _Principal Insight_
- ISLLC's _Educational Leadership Policy Standards_

- Kim Marshall's *Principal Evaluation Rubrics*
- KIPP's *Leadership Competency Model*
- Mass Insight's *HPHP Readiness Model*
- National Board's *Accomplished Principal Standards*
- New Leaders for New Schools' *Urban Excellence Framework*
- NYC Leadership Academy's *Leadership Performance Standards Matrix*
- Public Impact's *Turnaround Leaders Competencies*
- Todd Whitaker's *What Great Principals Do Differently*

The Principal Effectiveness Rubric is comprised of two domains and thirteen individual indicators (3A Attachment 9). The student learning measures for principal evaluation include whole school growth, A-F school accountability grade, district goals, and school goals. Principals receive a summative rating in the same four categories as teachers.

3Bi. Indiana's high quality plan for ensuring its teacher and principal evaluation systems informs personnel decisions

In 2011, the Indiana General Assembly amended IC 20-28-6-7.5 (Cancellation of Teacher Contracts) and IC 20-28-7.5-1 (Probationary Teachers; Effect of Evaluations) to provide a mechanism for tying teacher evaluation results to personnel decisions. Teachers that receive a rating of Ineffective, or two consecutive ratings of Needs Improvement, assume probationary status; this change in status triggers a lesser due process requirement for non-renewing a contract than the due process required to non-renew a teacher with professional status. Professional status for contract purposes is maintained by the teacher receiving evaluation ratings of Effective or Highly Effective in three out of five years. The statute also provides that if a Professional status teacher receives an Ineffective rating, then that teacher becomes a probationary teacher whose contract may be cancelled if the teacher receives two consecutive Ineffective ratings. (3B Attachment 1))

~~While~~ Administrator contracts in Indiana are based on an underlying teacher contract~~,~~; consequently, ~~there were differing interpretations as to whether IC 20-28-6-7.5 and IC 20-28-7.5-1 applied to building principals as well as to teachers. A separate chapter of the code, IC 20-28-8, is dedicated to notice provisions related to non-renewal of administrator contracts. However, after additional discussions and clarification it is clear that~~ the statutory provisions that tie teacher evaluation results to personnel decisions also tie principal evaluation results to personnel decisions in a parallel process. (3B Attachment 2) Additionally, the statutory definition of teacher was amended during the 2013 and 2014 legislative sessions; for purposes of applicability of IC 20-28, a licensed superintendent, principal, teacher, librarian and counselor are all defined as a "teacher." (3B Attachment 3) This link between evaluation results and personnel decisions applies to principals in all public schools except charter schools, which statutorily have more flexibility in contracts and employment decisions than other public schools.

In Indiana, personally identifiable evaluation results are confidential by statute and the rationale for personnel decisions by local school boards are kept within executive sessions. Consequently, IDOE ~~will be~~ is monitoring the *effect* of personnel changes in its LEA monitoring process, which began ~~beginning~~ in the 2014-15 school year~~, which~~ and is discussed in detail in the next section. In addition to evaluation results under IC 20-28-11.5, principals in Priority Schools are also evaluated on their ability to lead turnaround efforts in their schools. Priority School principals are assessed annually on the Turnaround Principles; principals identified as unable to lead the turnaround work must be reassigned to a different school or be terminated, meaning that personnel decisions for Priority School principals may be accomplished more rapidly than personnel decisions tied to evaluations under IC 20-28-11.5. This process of ensuring strong leadership in Priority Schools is described in great detail in Principle 2 of this document. Leadership change decisions in Priority Schools are already underway: 34 ineffective principals ~~are being~~ were replaced in Priority Schools for the 2014-15 school year. Leadership changes are ~~will be~~ tracked by both Outreach personnel assigned to the Priority School and by the Educator Effectiveness staff through the monitoring process. If gaps between evaluation results under IC 20-28-11.5 and principal evaluation results in Priority Schools are identified, targeted technical assistance in the evaluation of principals will be provided to LEAs to address the gaps.

Because Indiana's first year of statewide evaluation implementation was 2012-13, the 2015-16 evaluation results will be the fourth year of collected data. By 2015-16 it should be possible to validate the impact of leadership changes by analysis of shifts in aggregate evaluation results by rating category and improvements in school accountability data.

3bii. Indiana will have in place a robust monitoring, technical assistance and support process for LEA teacher and principal evaluation plan compliance and implementation that will leverage the expertise and capacity of the IDOE beginning in the 2014-15 school year.

IDOE evaluation monitoring efforts for the 2012-13 and 2013-14 school years were primarily focused on statutory compliance of LEA plans. Beginning with the 2014-15 school year, IDOE conducting ~~will conduct~~ more robust multi-layered monitoring for compliance and implementation with fidelity and collaborat~~ing~~ eing with internal and external partners to provide responsive support and technical assistance. (3B Attachments 4, 5).

The first layer in IDOE's monitoring process is to review LEA plans submitted annually ~~in September 2014~~ to meet State School Accreditation Standard 12 for basic statutory compliance. Because plans are locally bargained and adopted, modifications can be made from year to year. Educator Effectiveness staff ~~will~~ coordinates with Outreach and the Office of Early Learning and Intervention to review all LEA submitted evaluation plans for statutory compliance. Educator Effectiveness staff ~~will~~ provides feedback to LEAs within 60 days of the review. This review for statutory compliance will be repeated annually for plans that are identified at the time of submission as having been modified from the previous year. LEA plans being submitted for the first time will also receive a compliance review.

To date, more than 235 of 382 plans have been reviewed for compliance. Educator effectiveness staff has communicated feedback on LEA plans with a memo to superintendents outlining required components found or not found; superintendents respond to IDOE within three weeks of receipt of the memo with clarifications and/or revisions to the plan to demonstrate compliance.

This communication between the Educator Effectiveness staff and LEA administrators regarding plan compliance has facilitated ongoing conversations and support where necessary. This compliance check has also informed the Department's development of additional resources.

To accomplish a second layer of monitoring, IDOE's Educator Effectiveness staff has partnered with the Great Lakes Comprehensive Center and its content center, the Center for Great Teachers and Leaders, and Westat to create a robust onsite monitoring process to verify implementation and inform support and technical assistance. The monitoring process and tool are continually ~~currently~~ being refined based on feedback from IDOE monitoring of LEAs; however, a ~~draft~~ current monitoring instrument is included as 3B Attachment 6, 7. The monitoring process ~~will again~~ leverages expertise and capacity across IDOE and accomplish the next layer of monitoring activities with the Office of Educator Effectiveness serving as the coordinating point and clearinghouse for monitoring data collection. Educator Effectiveness staff ~~will~~ provides feedback to LEAs within ~~6~~30 days of the completion of the monitoring activity. Training and professional development ~~has begun~~ is being conducted around the monitoring tool and the expectations for onsite visits with Outreach Coordinators and Office of Early Learning and Intervention staff that will incorporate evaluation implementation monitoring into their program monitoring responsibilities. Outreach Coordinators will verify evaluation implementation in their Focus and Priority Schools, paying particular attention to those that reported high percentages of teachers rated Effective and Highly Effective and those that reported high percentages of teachers N/A, or not evaluated. There are valid reasons why a teacher may not be evaluated, such as FMLA, resignation, mid-year retirement, etc., but a high percentage of N/As in a school may indicate high staff turnover, which presents a support and technical assistance opportunity for Outreach to address with building leaders as they work with school improvement planning. A related goal of monitoring is to ensure that certificated personnel that should receive evaluations are, in fact, being evaluated.

In support of continuous improvement of the monitoring process, Educator Effectiveness staff has developed and conducted additional training and professional development for Outreach Coordinators and Early Learning and Intervention staff. This support was developed based upon reflection on monitoring that was completed during schools' first semester of the 2014-2015 school year. Further, Educator Effectiveness staff presents professional development quarterly to internal stakeholders to ensure consistency of monitoring and to share data and best practices.

Further, Educator Effectiveness staff identified opportunities for improvement both within the monitoring process and the Department website guidance (links and documents). Specifically, Educator Effectiveness staff collaborated with the Center for Great Teachers and Leaders, Great

Lakes Comprehensive Center, and Westat to provide 33 free and low-cost resources to support areas of improvement based on the results of onsite monitoring (see screenshot below). For example, feedback from corporation and charter school leaders indicated a lack of clarity on the topic of "negative impact" – for which Educator Effectiveness staff created an updated guidance document in response. Educator Effectiveness staff will continue to develop and update resources to support the various aspects of implementation, including feedback to improve instruction.
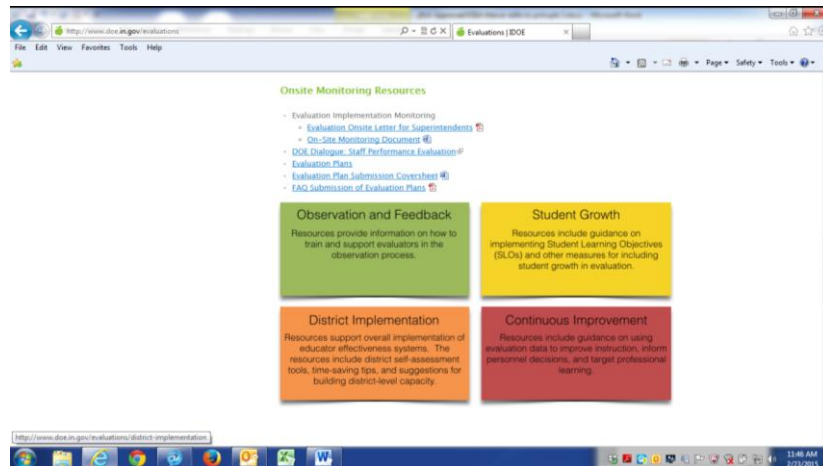
In addition to implementation checks in Focus and Priority Schools, the Outreach Coordinators have conducted and will continue to annually conduct LEA-level evaluation monitoring in three LEAs in their regions, including a Focus or Priority School. The Outreach Coordinators already have strong relationships developed through their school improvement work with Focus and Priority Schools; the incorporation of LEA-level implementation monitoring informed additional context and can provide additional context and shine a light on technical assistance needs not discovered by school-level visits. Feedback regarding LEA areas of improvement is developed jointly by Outreach and Educator Effectiveness staff and sent to the LEA within 30 business days of the onsite visit; LEAs are required to respond to Educator Effectiveness staff with "next steps" within 30 business days of receipt of this feedback. Feedback to districts monitored by Outreach will be developed jointly by Educator Effectiveness staff and the respective Outreach Coordinator.

In a parallel process, the Office of Early Learning and Intervention and the Office of Grants Management Monitoring and Reporting (GMMR) will incorporate is incorporating evaluation monitoring into their already occurring monitoring. The Office of Early Learning and Intervention monitors and evaluates Title I SIG recipients (page 275 removal) , and EL and Migrant Education programs in 20 LEAs. The Office of Grants Management Monitoring and Reporting (GMMR) (page 275 removal) , monitors the Title IA Basic, Title IIA and Title IIIA grant recipients in over 130 LEAs annually; 8 to 12 LEAs are onsite monitored and around 125 LEAs are desktop monitored. The data collected during the monitoring has been and will be compiled by Educator Effectiveness staff will be coordinated through Educator Effectiveness and will be used to identify technical assistance needs for schools with high percentages of EL teachers and learners. The Title I, EL and Migrant Education staff within the Office of Early Learning and

Intervention worked with Educator Effectiveness staff to develop guidance regarding the WIDA standards and coordinating EL assessments. is collaborating with Educator Effectiveness to develop and post updated guidance and examples of SLOs for EL teachers around the new WIDA standards and assessments prior to the beginning of the 2014-15 school year. Feedback to those LEAs is will be coordinated with the Early Learning and Intervention and Grants Management Monitoring and Reporting staff to ensure opportunities for technical assistance are identified and leveraged. IDOE anticipates 56 LEAs will be monitored annually for evaluation plan compliance, implementation and improvement with associated technical assistance needs being identified by coordinating evaluation implementation monitoring activities with Outreach and Early Learning and Intervention.

The third layer of IDOE's evaluation monitoring plan involves Educator Effectiveness staff conducting onsite monitoring for LEAs reporting high percentages of N/A (educators not evaluated) that are not being monitored by Outreach and Early Learning and Intervention staff. Other LEAs may be identified through related data collections (page 275 additional information) – such as high percentages of highly effective educators and zero ineffective and improvement necessary educators – as candidates for onsite visits as well. The Educator Effectiveness (page 275 remove typo) Effectiveness Specialist will conduct on-site monitoring of two LEAs monthly from August through May. The implementation monitoring cycle will be ongoing with approximately 76 total corporations LEAs and charter schools receiving on-site monitoring and feedback annually, with all corporations LEAs and charter schools receiving an onsite monitoring visit at least once every four years. Educator Effectiveness staff is working with GLCC to develop an internal process for this four-year cycle of onsite monitoring, indicating that LEAs whose next steps do not close implementation gaps will be placed on a "watch list" and will receive additional supports and assistance the following school year.

Beginning in June of 2015, data collected during monitoring will be compiled, analyzed and shared with Outreach, Early Learning and Intervention and Special Education staffs, IDOE leadership and external collaborative partners including Great Lakes Comprehensive Center (GLCC), the Center for Great Teachers and Leaders, the INTASS advisory council and the professional educator organizations. Subsequent discussions will guide IDOE and its partners to identify common goals for the "what, why and where" in the development refinement and timely delivery of effective technical assistance and will provide important feedback to IDOE to continuously improve its monitoring process.

IDOE has several collaborations in place to support teacher and principal evaluation systems and to develop and deliver technical assistance. IDOE has partnered with the IU Center for Education and Lifelong Learning to develop the Indiana Teacher Appraisal and Support System (INTASS), a tool for LEAs to assess the strengths and weaknesses of evaluation implementation and their processes for involving stakeholders to improve their evaluation systems (3B Attachment 8, 9). Beginning in 2012, evaluator training has been provided through the Education Service Centers and by professional education organizations at statewide and regional conferences. IDOE staff participates in many of those regional and state meetings as presenters; in 2012 standardized online training modules were not yet available. The INTASS is

currently developing online evaluation training modules that are research based to help evaluators meet training goals set forth by the State Board of Education: to conduct more effective observations and analyze best classroom practices and student learning objectives; to collect and analyze evidence; to make summative evaluation decisions; and to improve their own practice in collecting and using evidence in the evaluation process (3A Attachment 10). As noted earlier, Educator Effectiveness staff developed and posted a survey in February 2015 to gather feedback regarding LEAs' professional development needs; survey responses will inform the coordination of targeted summertime training for LEAs at various stages of implementation. These training sessions will provide LEAs further support in utilizing evaluation processes and results to inform instruction.

IDOE will continue its partnership with the GLCC, the Center for Great Teachers and Leaders and the IU Center for Education and Lifelong Learning to effectively analyze evaluation monitoring data, to refine its monitoring process, and to improve IDOE's processes and supports for LEAs. GLCC is currently facilitating IDOE strategic planning in all program areas, which has assisted IDOE to identify opportunities to leverage internal collaborations, expertise and capacity to accomplish its goals. IDOE is also collaborating with the Indiana Association of School Principals (IASP) and the Indiana Association of Public School Superintendents (IAPSS) to develop guidance and technical assistance around providing meaningful feedback from observations and to create effective improvement plans for teachers and administrators. This technical assistance will be delivered through web video technology and posted to IDOE and association websites during summer and early fall 2014 and will be revisited in summer 2015 based on analysis of monitoring data and the 2015 end-of-school PD survey. Educator Effectiveness staff are also participating in a conference for new principals and the IASP Fall Conferences as co-presenters for the evaluation sessions.

An additional linkage to provide foundational support and strengthen both teacher and principal practice is the incorporation of teacher and principal evaluation principles and standards into pre-service preparation at the higher education level. Many teacher preparation programs are embedding the RISE Teacher Effectiveness Rubric into their pre-service programs to increase new teacher awareness of the expectations for classroom practice. A parallel trend is evident in principal preparation, which carries an additional incentive: the new CORE principal licensure examination that became effective in February 2014 is closely aligned to the RISE Principal Effectiveness Rubric. Educator preparation programs have an additional incentive for pre-service program improvement since the Indiana General Assembly first passed legislation in 2013 to link LEA educator evaluation results to the educators' pre-service training institutions and requiring this information to be posted publicly on IDOE's website. While amendments in 2014 added additional standards and data on which pre-service programs will be viewed and assessed by consumers through a data matrix, the link to teacher evaluation results is considered an important public indicator for teacher preparation program performance beginning in the 2015-16 school year(3B Attachment 10). House Enrolled Act No. 1388 was enacted during the 2014 session of the Indiana General Assembly on March 26, 2014. As found in IC 20-28-3-1 and IC 20-28-11.5-9, this act requires the Indiana Department of Education (IDOE) to collect and report information from teacher preparation programs (TPPs)

annually. This information must be reported using a matrix which will be posted to the IDOE website for public interpretation of program quality. Most of the data that is required to be submitted is already submitted by TPPs during their annual reporting requirements or submissions, such as Title II.

In an effort to continue to improve the evaluation process, the State Board of Education contracted with an outside partner to develop recommendations for changes to Indiana's current evaluation system. In the event those recommendations translate into official regulatory or statutory policy changes, the IDOE will work collaboratively with its external partners to incorporate required modifications into our implementation monitoring processes, revise guidance documents, execute a communication plan to the field, and update the USDE through appropriate means.

Summary

Indiana has worked collaboratively with an array of stakeholders to develop and build support for a comprehensive teacher and principal evaluation system that recognizes and rewards excellence. The state understands that the development of a robust system is an iterative process. As IDOE continues to work closely with LEAs ~~school districts~~ and gets further into the weeds, the state will leverage its unique position as the SEA to provide resources and disseminate best practices across the state.

Both the teacher and principal evaluation models include a collaborative goal-setting component for teachers and principals to set growth goals specific to student achievement and teacher and ~~or~~ principal effectiveness. This design reflects Indiana's belief in the power of evaluations to support the improvement of human capital and ensure ~~a~~ an equitable distribution ~~pipeline~~ of great teachers in every classroom and strong leaders in every building.

~~Preparation programs not meeting standards face action by the state authorizing entities~~.

In addition to using student growth to evaluate teachers and principals, IDOE supports the accountability of ~~believes~~ Indiana's teacher preparation institutions should be held accountable for producing effective teachers and leaders. The legislative tying of evaluation results to preparation programs ~~will~~ provides transparency to the link between pre-service training and new teacher performance.

SAMPLE FORMAT FOR PLAN

Below is one example of a format an SEA may use to provide a plan to meet a particular principle in the *ESEA Flexibility*.

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence (Attachment)	Resources (*e.g.*, staff time, additional funding)	Significant Obstacles